



Digital Storytelling

Table of Contents

INTRODUCTION	1
WHO ARE THE STORYTELLERS FOR TODAY'S CHILDREN?.....	1
TOP TEN REASONS FOR IMPLEMENTING STORYTELLING.....	1
IDEAS FOR DIGITAL STORYTELLING ACROSS THE CURRICULUM	2
SOCIAL STUDIES	2
SCIENCE	2
READING/LANGUAGE ARTS	2
MATHEMATICS.....	3
SPECIALS: P.E., ART, MUSIC.....	3
THE SEVEN ELEMENTS OF DIGITAL STORYTELLING	4
POINT OF VIEW	4
DRAMATIC QUESTION.....	4
EMOTIONAL CONTENT	4
VOICE	4
SOUNDTRACK.....	4
ECONOMY	4
PACING	4
PRE-PRODUCTION: PLANNING YOUR STORY	5
WRITING THE SCRIPT.....	5
SCRIPT TEMPLATE TIPS.....	5
SCRIPT TEMPLATE FOR DIGITAL STORY	6
CREATING THE STORYBOARD	7
STORYBOARD (BASIC)	8
STORYBOARD (INTERMEDIATE).....	9
ORGANIZING FOLDERS	10
PRODUCTION: PHOTO STORY 3 FOR WINDOWS.....	11
GATHERING AND PREPARING DIGITAL MEDIA	11
OPENING PHOTO STORY.....	11
IMPORTING PICTURES.....	12
ARRANGING PICTURES	12
EDITING PICTURES	13
USING THE REMOVE BLACK BORDERS BUTTON	13
USING THE EDIT PICTURES TABS	14
ADDING TEXT TO YOUR PICTURES.....	15
CONVERTING A POWERPOINT SLIDE TO A JPEG PICTURE FILE.....	15
CUSTOMIZING MOTION	17
CUSTOMIZING TRANSITIONS	18
EDITING TIPS.....	19
ADDING NARRATION TO YOUR STORY	20
ADDING BACKGROUND MUSIC	21
LET PHOTO STORY CREATE MUSIC FOR YOUR STORY	21
ADDING PRE-RECORDED MUSIC TO YOUR STORY.....	21
POST-PRODUCTION	22
SAVING AS A PROJECT FILE.....	22
SAVING YOUR STORY FOR PLAYBACK.....	23
VIEWING YOUR STORY	23
ASSESSMENT	24
INFORMAL REFLECTING	24

FORMAL REFLECTING	24
GALLERY WALK OVERVIEW	24
PEER REVIEW GALLERY WALK.....	25
INFORMAL EVALUATING	26
FORMAL EVALUATING	26
DIGITAL STORYTELLING STUDENT RUBRIC	27
DIGITAL STORYTELLING RESOURCES.....	28
DESCRIPTION OF DIGITAL STORYTELLING	28
ELEMENTS OF DIGITAL STORYTELLING	28
SUCCESSFUL CLASSROOM USES OF DIGITAL STORYTELLING/EXAMPLES	28
EDUCATIONAL THEORY IN USING DIGITAL STORYTELLING.....	29
MEDIA SOURCES FOR DEVELOPING DIGITAL STORYTELLING	29
OTHER DIGITAL STORYTELLING SITES.....	29

Introduction

Everyone has a story to tell...stories about the events, people, and places in our lives. Digital storytelling is the blending of the age-old art of storytelling and the power of new technology that is easy to learn and use.

Many individuals have used the term "digital storytelling" to describe a wide variety of new media production practices. What best describes this workshop's approach is its emphasis on student voice and facilitative teaching methods.

Students often come to digital storytelling feeling insecure about their writing, about the technology, about their design sensibility. In a group process, such as the constructivist teacher's classroom, the creation and sharing of these stories connects students with their learning and each other in special ways.

This teacher's primary concern is encouraging thoughtful and emotionally direct writing through the art of storytelling. At the end of the project, when the stories are presented, there is a bit of magic as the fruits of their own work, and those around them, surprises and inspires the students.

Who are the storytellers for today's children?

Ask yourself these questions of today's children and their storytellers.

- What stories are these storytellers telling to children and youth?
- How do the visuals add to the story?
- What captures kid's attention?
- What does digital storytelling have to offer the Nintendo generation?

Top Ten Reasons for Implementing Storytelling

1. Inspires dedication to work
2. Encourages creativity
3. Creates positive classroom climate
4. Promotes problem-solving
5. Captivates attention
6. Piques interest in writing
7. Fosters group dynamics
8. Addresses different learning styles
9. Embraces diversity
10. Incorporates the multiple intelligences

Ideas for Digital Storytelling Across the Curriculum

Social Studies

- Explorers: Tell the story from their perspective
- Historical event: Students tell their version of what happened
- Compare and contrast current events to historical events
- Decade project: Find (or re-enact) people from a decade to interview
- Meet our community. How has it change? Important People
- Regional or local stories
- Texas, what is it like to live here?
- Tell the “wild weather stories” from Illinois
- Create a commercial and sell your region to the visitors bureau
- Mr. Mayor you should know this
- Tell stories from the front line
- Re-enact an event in history
- Abraham Lincoln is more than a big statue in Washington
- Study and debate issues important to students in the class

Science

- Explain how inventions and discoveries are important to others.
- Simple machines, how have they changed the world?
- Tell the story from the butterfly’s point of view.
- How have animals adapted?
- Animals and their habitats.
- How does weather affect the way people live, work and play?
- Personify body systems
- Virtual Science Fair

Reading/Language Arts

- Students write stories and then illustrate or act out
- Family tree stories (think about point of view of someone else)
- Take a character to court, students are judge, jury etc.
- Re-enact a piece of literature
- Re-enact a picture book
- Change the setting, how would it be different today?

- Compare and contrast fairy tales from various regions
- Change an ending to a favorite tales
- Bring a set of characters to life and act out the story

Mathematics

- Take a geometry walk and show and tell what you found
- Math is all around the town, really where?
- Explain a concept like adding fractions using real life examples
- Act out math problems using various strategies
- Create a story about the person who loves math
- Math from the parents' perspective
- The Pythagorean Theory explained
- Geometry and Poetry

Specials: P.E., Art, Music

- Story from a different point of view, inside the heart, the opinion of the bones why we all like the circulatory system (tell the story about all working together)
- Public service announcement about the importance of sleep, tell from the point of view of a sleepy driver, crabby sleepover breakfast, student in school. Embed science facts.
- Nutrition portion size from what we should have to most restaurants, calories have two groups one healthy nutrition other fast food junkies, junkies try to get everyone eat not healthy.
- History of a sport
- Sell the PE teacher on something new
- Create an ad for the couch potato
- Meet some of our local artists/musicians
- Meet the Masters (artists/musicians)
- How an artist/musician changed the world.
- This is how graphics are created on the computer

The Seven Elements of Digital Storytelling

Seven elements for creating effective and interesting multimedia stories have been defined. Constructing a story is not a simple process that follows a recipe or prescribed formula. These elements require consideration for every story and determining the balance each element occupies in the story can take a lot of thinking and re-thinking.

Point of View

Stories are told to make a point and should not be presented as a recitation of mere facts. Define the premise of your story so that all parts can serve to make the point. Consider your audience and direct the point to them.

Dramatic Question

You want to capture your audience's attention at the beginning of the piece and hold their interest throughout. Typically you want to pose the dramatic question in the opening lines and resolve it in the closing lines.

Emotional Content

Emotional content can help hold your audiences attention. The images, effects, music and tone of voice all lend to contributing emotion to the piece. Try to keep the elements consistent with the emotion of the moment.

Voice

If you "read" your script your audience will not know how to react. Take time to practice your script so you can speak in a conversational voice.

Soundtrack

The right music can set the story in time and can convey emotion. Play music behind an image and a specific emotion is generated. Change the music behind the same image and an entirely different emotion is experienced. Sound effects can add tension and excitement to a piece, but be careful; they can be a distraction too.

Economy

Plan to leave some of your work on the "cutting room floor". A compact, fast moving digital story will contain only those elements necessary to move the audience from beginning to end. We know that our brains are constantly filling in (from our own experiences) details from suggestions made by sights and sounds. Don't give every minute detail to clarify your story, let your audience fill in some of the blanks.

Pacing

The rhythm of the piece is what keeps your audience's interest in the story. Changing pace within the story can facilitate moving the audience from one emotion to another. Music tempo, speech rate, image duration, and panning and zooming speed all work to establish pace. Generally pace will be consistent, but one in a while it will pause, accelerate, decelerate, stop or blast-off. Trust your own senses, we all move at our own pace.

Pre-Production: Planning Your Story

It is more important to know where you are going than to get there quickly.

Anonymous

Writing the script

The written narrative script telling the story in the author's own voice is the heart and soul of digital storytelling. It is meant to organize all the other media elements used and should be completed FIRST! The script is tightly crafted to tell a memorable story of understanding while also keeping in mind how the pictures can help show, rather than tell, the information or ideas with words.

Finding the right story requires brainstorming ideas that fit the assignment and audience. Mind maps can help explore ideas, organize details, and decide which ones will be used to tell the essence of the story. Whether developing fiction or nonfiction, researching the background and details of the topic will help the story be more authentic and credible. A great deal of thinking, planning, and synthesizing takes place during the creation of a script. Whatever story is chosen to make into a digital story, the written script needs to be about how this particular topic touched the author's life — not just presenting the facts and information gathered. The narrative written script is captured later as a digital voiceover during the production phase.

- *Time management:* 6-8 hours over a week
- *Processes:* Mind mapping, drafting, teacher conferencing, peer review, rewriting and rewriting, Script Template (see page 6)
- *Technology tools:* Word processor, Mind mapping software, such as Inspiration, and printer.

Script Template Tips

Write a sentence or two in each cell -- enough to record about 20 seconds at a time. Experience has shown that is the most comfortable length for recording each voice over clip.

If you fill more than 10 cells, your video will likely be more than 3 minutes long.

If this template exceeds two pages, your story is probably too long.

If this is your first digital story, keep the length at around 2 minutes and no more than 10 images.

Script Template for Digital Story

Who is the audience for my story?

What is my dramatic question?

Script: What I will read and what the audience will hear.
Image # _____
Image # _____
Image # _____
Image # _____
Image # _____

Creating the Storyboard

This step of creating storyboards is the iGeneration's version of making an outline for a written report. The time spent here increases the quality of the communication as well as definitely saving lots of time and frustration during the Production and Post-Production phases. Storyboard templates are graphic organizers that allow authors to visualize and detail out all aspects of their story — narration, images, titles, transitions, special effects, music, and sounds — BEFORE actually using any of the technology tools.

Start the storyboard with the actual text from the script along with the images and titles being planned. Then fill in the storyboard with any transitions and special effects being used. Sound effects and music are added last, even though ideas may be forming along the way. The storyboards may look similar to comic books, but they are rough sketches, keywords, or symbols as the scenes are mapped out enough to show how all the media mixes together. It is highly recommended that all storyboards be signed off by the teacher BEFORE students are allowed to go to their next steps of using the technology tools!

As the storyboard is developed to unfold the written script, students will need to compile image and music/sound lists to guide them in creating and editing the media resources.

- *Time management:* 2-3 hours over a week
- *Processes:* Storyboarding, Image/Sound Lists, and Teacher Conferencing
- *Technology tools:* Word processor and printing.

Storyboard (basic)

Slide # ____

Slide # ____

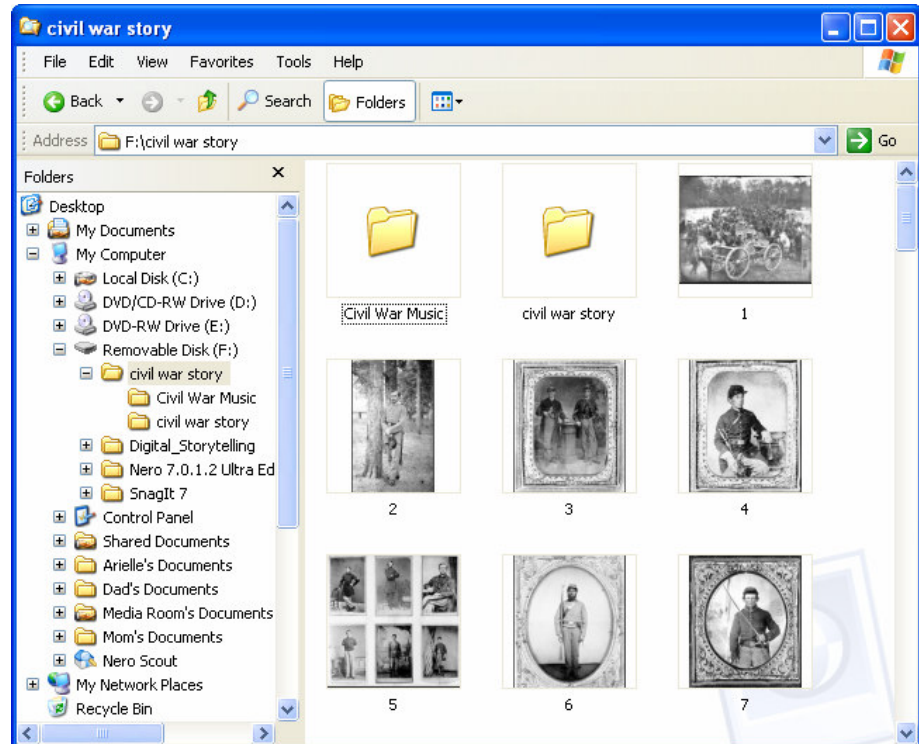
Slide # ____

Storyboard (intermediate)

Image #1	Transition:	Image #2	Transition:
	Effect:		Effect:
	Soundtrack:		Soundtrack:
	Voiceover:		Voiceover:
Image #3	Transition:	Image #4	Transition:
	Effect:		Effect:
	Soundtrack:		Soundtrack:
	Voiceover:		Voiceover:
Image #5	Transition:	Image #6	Transition:
	Effect:		Effect:
	Soundtrack:		Soundtrack:
	Voiceover:		Voiceover:
Image #7	Transition:	Image #8	Transition:
	Effect:		Effect:
	Soundtrack:		Soundtrack:
	Voiceover:		Voiceover:
Image #9	Transition:	Image #10	Transition:
	Effect:		Effect:
	Soundtrack:		Soundtrack:
	Voiceover:		Voiceover:

Organizing folders

Managing all the files — text, images, sound, music, and final product — is an important and often overlooked management system needed to ensure everything is where it needs to be for each student's product. You need a well-organized system for file management, keeping in mind that video-editing software references (rather than actually embeds) the media elements. If the media elements are not kept together, the project will need to be re-pointed to the original files. Each student needs his or her own folders containing all media elements.



Production: Photo Story 3 for Windows

Gathering and Preparing Digital Media

"Photography suits the temper of this age as a perfect medium for active bodies and minds teaming with ideas."

— Edward Weston

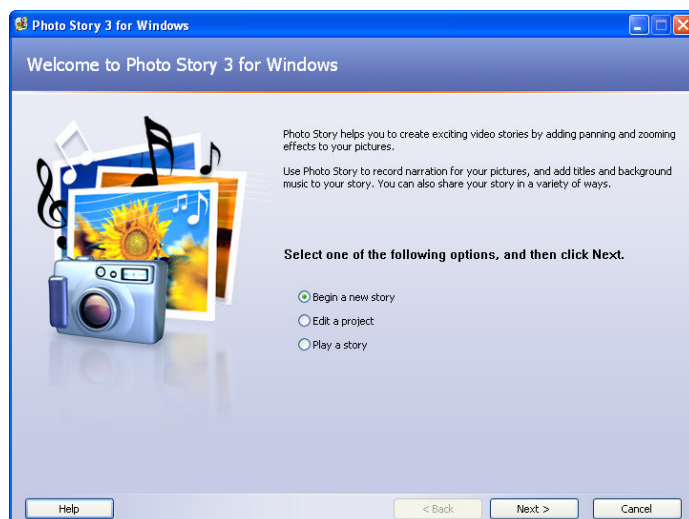
Production includes creating the digital voiceover from the written script, collecting guest voices or digital interviews, downloading files from digital libraries like *UnitedStreaming* or the Internet, digitizing images or sound, and creating or editing your own media resources, such as taking digital pictures.

Each media chosen decorates, illustrates, or illuminates the message. Encourage students to gather, create, or edit images, sound, music, and other media with the deliberate intention of extending the understanding and increasing the power of their message. While there may be temptation to indulge dabbling in the novelty bumps and fun of this technical playground — this is where the time taken to develop a storyboard and image/sound lists to guide the work will pay off!

A variety of software applications are available that support Digital Storytelling. Photo Story 3 utilizes the documentary style of Ken Burns as it automatically “pans and zooms” over still images. By adding titles, narration and background music, it is possible to create digital stories that celebrate learning.

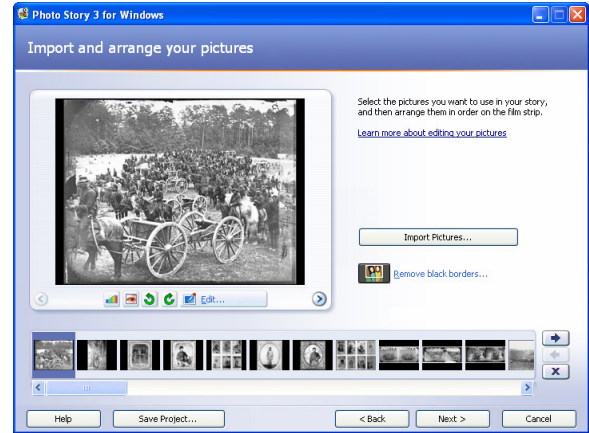
Opening Photo Story

1. Click **Start**, point to **All Programs**, and then click **Photo Story 3 for Windows**.
2. On the **Welcome to Photo Story 3 for Windows** page, click **Begin a new story**
3. Click **Next**.

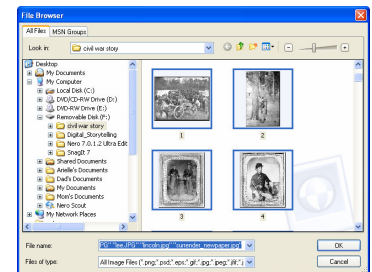


Importing Pictures

1. On the **Import and Arrange Your Pictures** page, click **Import Pictures**.
2. In the **File Browser** window, browse to your pictures.
3. Add the pictures you want to use.

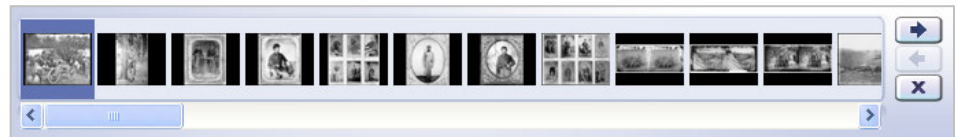


*To add more than one picture at a time, press and hold the CTRL key and click on the pictures you want to add, and then click **OK**. All of your pictures should now be present in the filmstrip.*



Arranging Pictures

1. Select the picture you want to move.



2. Holding the left-mouse button drag the picture along the filmstrip and drop it in its new location.
3. You can also use the **Go to Next** and **Go to Previous** buttons on the right end of the filmstrip to move a picture one place at a time.
4. When you are finished arranging your pictures, click **Next** to continue.

This would be a great time to start saving your project file. See page 22 for more details on how to save your photo story as a project file.

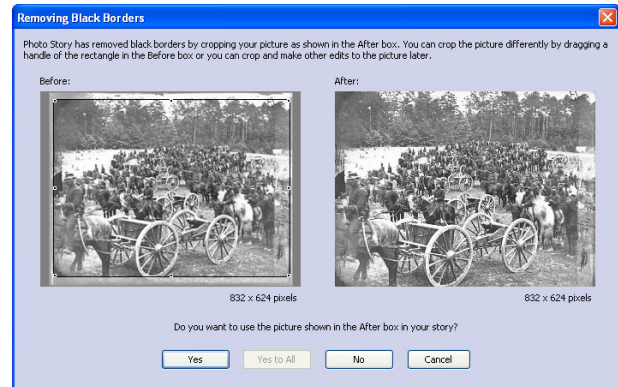
Editing Pictures

Using the Remove Black Borders Button

The easiest way to remove black borders is by using the **Remove Black Borders** button. This feature helps you automatically crop any portrait-oriented pictures so that they are landscape-oriented. When you import pictures that are portrait-oriented, the **Remove Black Borders** button will appear on the **Import and Arrange Your Pictures** page.

1. On the **Import and Arrange Your Pictures** page, click **Remove Black Borders** button.

2. In the **Removing Black Borders** window, a cropping rectangle is displayed in the **Before** preview, and the cropped picture is previewed in the **After** preview.



3. Do one of the following:

- Click **Yes** if you are satisfied with the automatically cropped picture shown in the **After** preview.
- If you are not satisfied with the automatically cropped picture, change the cropped region by either dragging the entire crop rectangle, or drag a handle of the rectangle to resize the crop rectangle. When you do this, the cropped picture will appear on the **After** preview.
- Click **No** if you decide to leave the black borders around the picture. This will take you to the next picture that has black borders.

4. Once you are satisfied with the cropped picture shown in the **After** preview, click **Yes**. This will take you to the next picture that has black borders.

Click “Yes to All” to let Photo Story automatically crop your pictures without previewing them.

Removing black borders does not affect the original picture that is stored on your computer, a network folder, CD, or flash drive. You can make additional edits to the pictures after removing black borders.

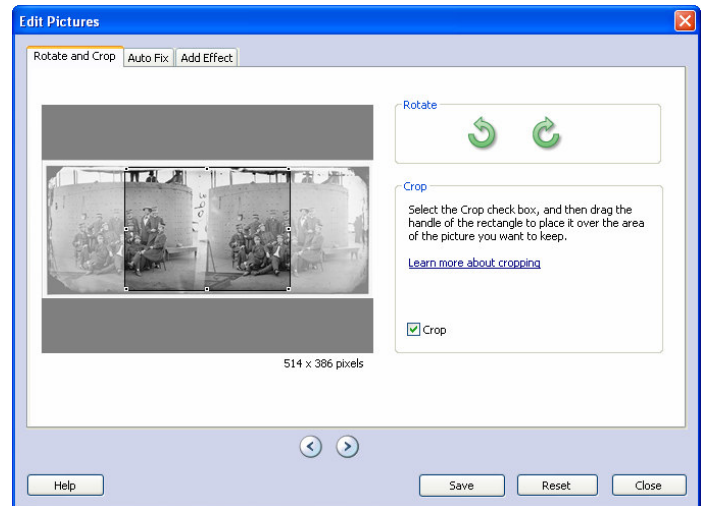
Using the Edit Pictures Tabs

1. On the **Import and Arrange Your Pictures** page, click a picture, and then click **Edit**.

2. In the **Edit Pictures** window, notice three edit tabs -- **Rotate and Crop**, **Auto Fix**, and **Add Effect**. Select the tab that will provide the edit options you need.

3. Click on **Rotate and Crop** to manually crop a picture, even after the black borders have been removed, possibly to highlight a portion of the original picture.

4. Select the **Crop** checkbox, and notice a rectangle with handles appears on the picture.



5. To resize the rectangle, point to a side or corner of the rectangle. When the pointer becomes a double-headed arrow, drag the handle.

6. To move the whole rectangle, point to the center of the rectangle. When the pointer becomes a four-headed arrow, drag the rectangle to the area of the picture you want to keep.

7. When you are done cropping the picture, click **Save**.



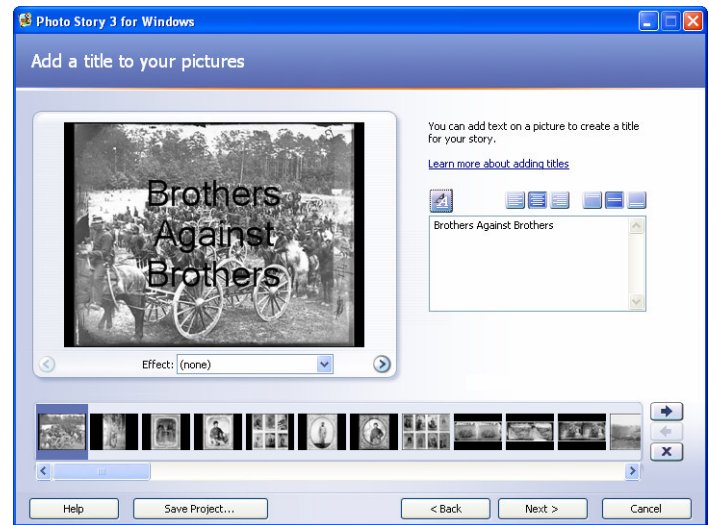
8. To crop or edit another picture in the story, click the **Go to Next Picture** button or the **Go to Previous Picture** button until you reach the picture you want to edit, and then crop or edit the picture.

9. Repeat steps 2 through 7 until you have cropped or edited all your pictures the way you want.

10. When you are done cropping and editing your pictures, click **Close** to close the **Edit Pictures** window.

Adding Text to Your Pictures

1. On the **Add a title to your pictures** page, click the first picture, and then type your title, i.e. *Brothers Against Brothers* in the text box to the right of the picture.
2. Click the **Select Font** button.
3. In the **Font** dialog box, under **Font style**, click **Bold**, and then click **OK**.
4. Click the **Align Center** button to move the title up on the page.



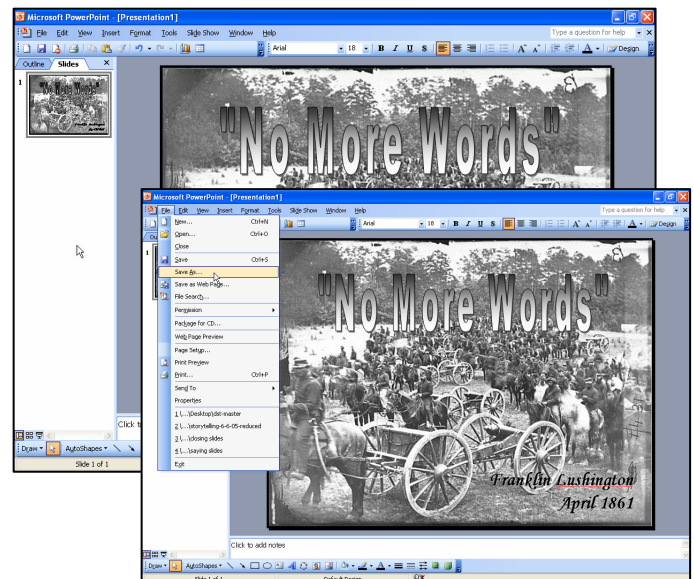
Experiment with different text styles, sizes, and alignments, using different formatting buttons.

5. When you are finished adding text to your pictures, click **Next**.

Converting a PowerPoint Slide to a JPEG Picture File

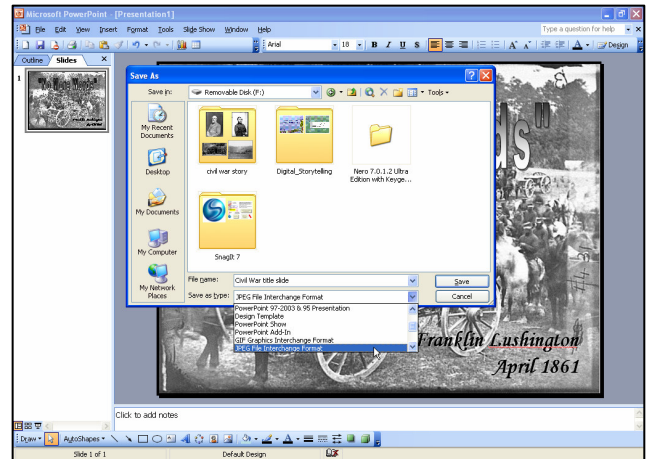
As an alternative, and often times a better choice, consider creating a PowerPoint slide, which gives greater control over text and images. Then convert it to a JPEG picture file, which can be imported into Photo Story just as you would any other picture file

1. Open **PowerPoint** and create a PowerPoint slide as you normally would.
2. In this example a title slide was created by adding a Background picture, WordArt, and Text.
3. On the **Menu** toolbar go to **File → Save As**



4. In the **Save As** window:

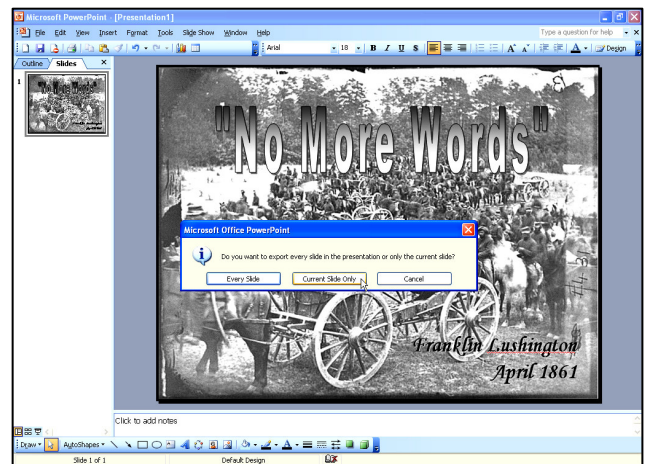
- Give the file a name, i.e. `civil_war_title_slide.jpg`
- Navigate to the destination for the new picture, i.e. the Desktop, your H: // drive, or a flash drive.



5. Select **Save as type: JPEG**

6. You will next be prompted to save **“Every Slide”** or **“Current Slide Only”**.

7. Select whichever is appropriate. In this example only one slide was created, so it doesn't matter which is selected. However, had more than one slide been created, and then select **“Every Slide”**.



8. The new picture file can now be imported into Photo Story as you would any other picture file.

Consider saving the PowerPoint slide(s) you just created as you would any other PowerPoint – as a presentation file, i.e. `civil war slides.ppt`. This way you can edit them later if needed, and save again as JPEGs.

Customizing Motion

If you do not want Photo Story to determine the “Pan and Zoom” effects automatically, you can choose to control these effects manually in the **Customize Motion** window. By setting the motion manually, you can select the areas that will appear at the beginning and at the end of the picture's video clip.

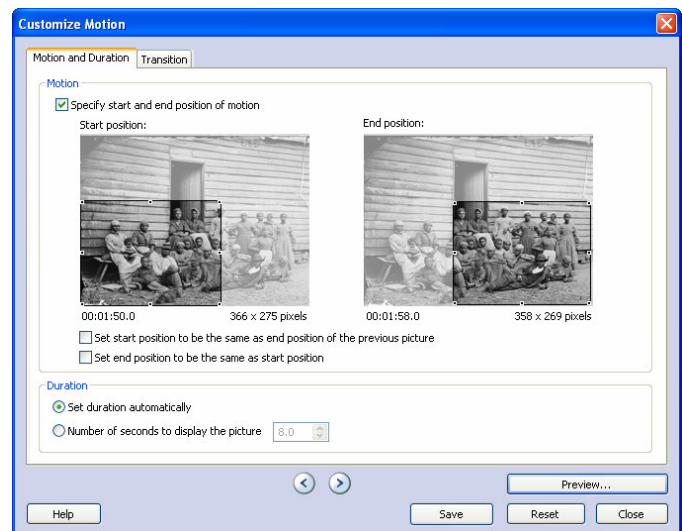
1. On the **Narrate Your Pictures and Customize Motion** page, click **Customize Motion**.
2. In the **Customize Motion** window, select the **Specify Start and End Position of Motion** checkbox. A rectangle with handles appears on the picture in the **Start position** and **End position** preview.
3. In the **Start position** preview, do one or both of the following:

- To resize the rectangle, point to a side or corner of the rectangle. When the pointer becomes a double-headed arrow, drag the handle.
- To move the whole rectangle, point to the center of the rectangle. When the pointer becomes a four-headed arrow, drag the rectangle to the area of the picture that you want to be in focus when the picture first appears in your story.

4. In the **End position** preview, do one or both of the following:

- To resize the rectangle, point to a side or corner of the rectangle. When the pointer becomes a double-headed arrow, drag the handle.
- To move the whole rectangle, point to the center of the rectangle. When the pointer becomes a four-headed arrow, drag the rectangle to the area of the picture that you want to be in focus at the end of the motion.

5. To preview the “Pan and Zoom” effects, click **Preview**.
6. Click **Save** and then click **Close** to close the Customize Motion window.



Customizing Transitions

By default, transitions are inserted between pictures in your story. You can specify the number of seconds a transition will display or you can let Photo Story set the duration automatically.

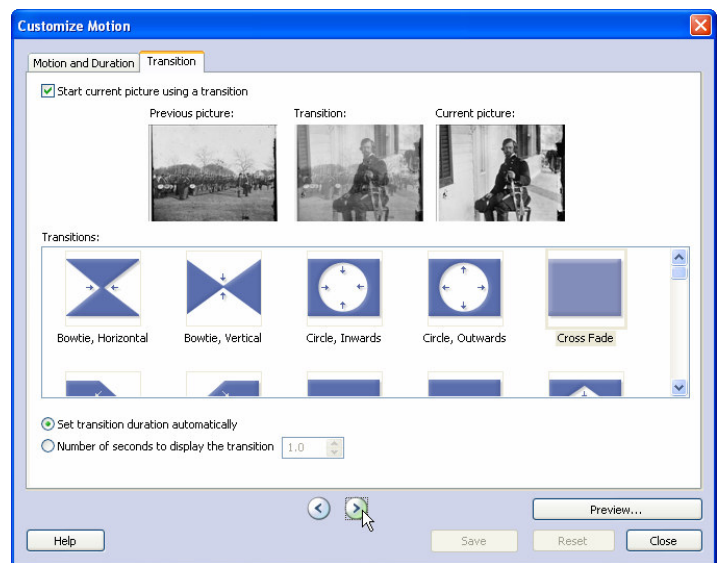
1. On the **Narrate Your Pictures and Customize Motion** page, click the picture for which you want to select a transition, and then click **Customize Motion**.

2. Click the **Transition** tab. And select the **Start current picture using a transition** check box.

3. In the **Transitions** box, click a transition.

4. To specify the number of seconds the transition will be displayed, select the **Number of seconds to display the transition** option, and type the number of seconds you want the transition to display.

5. Click **Save** to save the transition and duration changes you made.



6. To preview your story with the panning and zooming effects and transitions, click **Preview**.

7. When you are finished selecting transitions for the pictures, click **Close**.

Editing Tips

*You can also edit your pictures on any page in Photo Story on which the filmstrip appears. To access the **Edit** menu, right-click a picture in the filmstrip, point to **Edit**, and then click on the edit choice from the pop-up menu.*

You should preview the transition and panning and zooming effects for the picture to ensure that you achieved the desired effects. If you do not achieve the desired effect, you may want to try a different transition or different start and end positions.

If you want Photo Story to determine the number of seconds to display a transition, click the Set transition duration automatically check box.

You can also select a transition on the Narrate your pictures and customize motion and the Add background music pages by right-clicking a picture on the film strip, pointing to Customize Motion, and then clicking Transition.

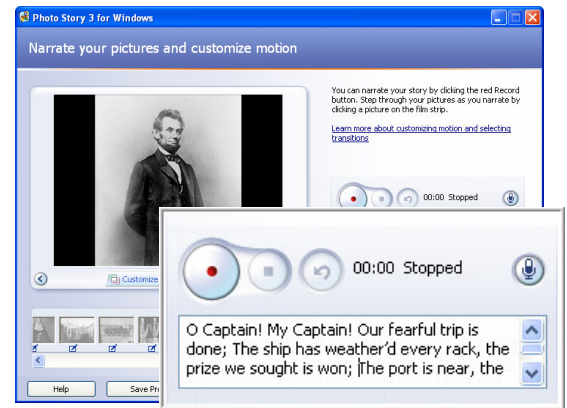
Clicking the Reset button in the Customize Motion dialog box discards all changes made to the selected picture on the Motion and Duration tab and on the Transition tab.

You can save a project for your story at any time while working on the story by clicking the Save Project button. In the Save As dialog box, type a name for the project. You must save a project for your story to be able to edit it later. Projects created by using Photo Story 3 for Windows must use a .wp3 file name extension. Otherwise, Photo Story will not be able to open the file.

Save, and Save Often!

Adding Narration to Your Story

1. On the **Narrate Your Pictures and Customize Motion** page, select the picture that you want to narrate.
2. From your storyboard script, type the text for that picture in the cue card area.
3. On the filmstrip, select the next picture you have script for.
4. Repeat steps 1 and 2 until all the pictures that you plan to narrate have script in the cue card area.



Complete all the scripting before actually recording.

5. Once you have entered your script for each picture, click on the picture in the filmstrip that you would like to begin recording first.

You can narrate pictures in any order. The recording is tied directly to the picture. Even if you move the picture, the narration will move with it.

6. Click the **Microphone** button. This will launch the Sound Hardware Test Wizard. Complete the wizard by following the onscreen instructions. Once you have completed the wizard, your microphone should be ready to record narration.



7. Click the **Record Narration** button to start recording narration. The red dot in the record button will flash indicating recording is taking place. A timer is provided to help you keep track of your narration length. Narration for each picture can not exceed 5 minutes



8. When you have finished narrating the picture, click the **Stop Recording** button.



9. Once you have added narration, click **Preview** to see how that picture looks and sounds. If you do not like the recording, click the **Delete Narration** button and re-record your narration.



10. Repeat steps 3 and 4 for each picture for which you want to add narration.
11. Close the preview window, and click **Next** to continue to the next step.

Adding Background Music

With Photo Story you can select background music from the many choices available through Photo Story by using the **Create Music** option, or add music of your own by using **Select Music**. Compatible audio file formats include .mp3, .wma, and .wav.

Let Photo Story Create Music for Your Story

1. On the **Add Background Music** page, select the first picture in the filmstrip, and then click **Create Music**.

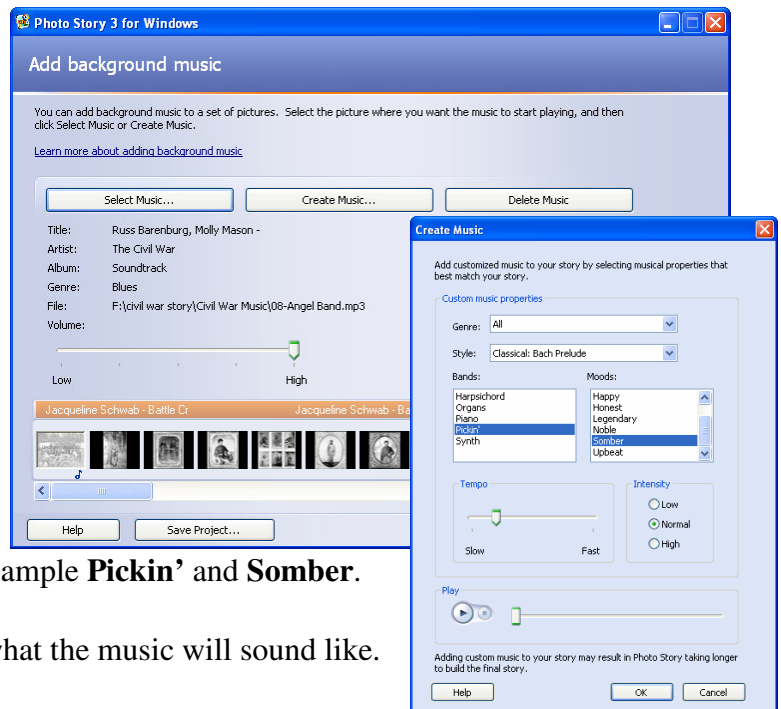
2. In the **Create Music** dialog box, in the **Genre** drop-down list, scroll down and select **Soundtrack**.

3. In the **Style** drop-down list, select **Classical: Bach Prelude**.

4. You can leave the default **Bands** and **Moods**, or choose different ones, in this example **Pickin'** and **Somber**.

5. Click **Play** to hear what the music will sound like.

6. When the music has finished playing, click **OK** to close the **Create Music** dialog box.



Adding Pre-recorded Music to Your Story

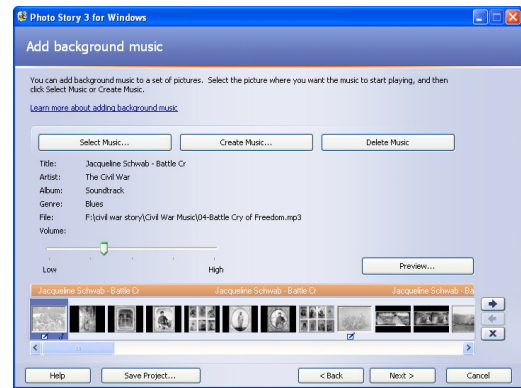
1. On the **Add Background Music** page, click the first picture in the filmstrip or whichever picture you want the music to start with.

2. Click **Select Music**, in the **File Open** window; navigate to the Civil War Music folder.

3. Select any one the .mp3 files in this folder, and then click **Open**.

4. The music you just added is shown as a colored bar above the picture in the filmstrip. Since you can add more than one selection of music, this will help you determine which pictures will be shown for each piece of music you add.

5. Click the first picture in the filmstrip, and click **Preview**, to see how well your music fits the story.



You may need to adjust the music volume levels to accommodate your narration. To do this, simply click the picture in the filmstrip and then adjust the music volume using the volume slider bar. You may need to adjust the volume and preview your story a few times to get it just right.

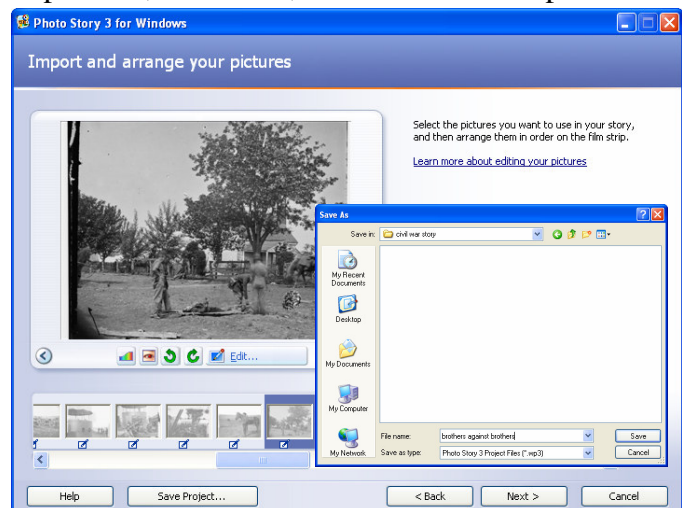
6. Click **Next**, to move on to the final steps.

Post-Production

Saving as a Project File

Throughout the process of creating your photo story project you should save, and save often. When you save all the pictures, narrations, and music are compiled into a .wp3 project file that you can close and open at a later time for editing.

1. Click **Save Project**.
2. In the **Save As** window navigate to where you want to save the file.
3. **Name** the file.
4. Click **Save**.



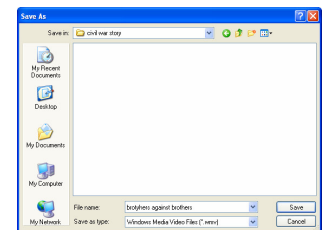
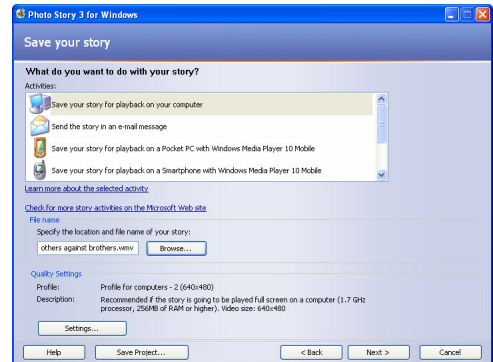
The project file still needs to look for, and find, the original picture and music files. In saved project format, the project file only “points” to those files, and will need access to them to edit and complete the project. Make sure you are working from the same location.

Save, and Save Often!

Saving your Story for Playback

When your project is complete you will render it as a .wmv video file for playback. Since you will play this photo story on a computer, you can use the default options when saving your photo story. All the pictures, narrations, and music are compiled into a video file that you can view in Windows Media Player. Since you will play this photo story on your computer, you can use the default options when saving your photo story.

1. On the **Save your story** page, verify that **Save your story for playback on your computer** is selected in the activities list.
2. Click **Browse** to navigate to the location and file name of your story.
3. On the **Save As** dialog box, browse to your **H://** drive.
4. In the **Filename** text box, type story title, i.e. `brothers against brothers`
5. Click **Save**.
6. To render the final video, click **Next**.



Viewing your Story

When your story is built and saved, the **Completing Photo Story 3 for Windows** page will appear. You can view your newly created story or begin a new story from here. To see what you have created, click **View your story**. Windows Media Player will open and your story will begin to play.

Assessment

Informal Reflecting

After a digital story is shared, impromptu comments are invited from viewers based on their own experience with the onscreen story. However, this comment time should be structured very carefully -- with respect and appreciation. Try questions like:

- What parts of the story touch you?
- What images in the story most grabbed you?
- What reaction to the story would you like to share with the storyteller?

Formal Reflecting

A more formal peer review process might be used called "Gallery Walking." This process is organized to capture written narrative reflection comments from viewers on each digital story. Viewers learn as well as provide feedback from their peers as they rotate through looking at each digital story on its own workstation screen. It uses the metaphor of walking through an art gallery while expecting all viewers to leave written comments at each story station that reflect on what they found appealing and what might make the story even better.

Gallery Walk Overview

Asking peers to review and reflect on work is a powerful formal reflection process. It uses the metaphor of walking around an art gallery as you view and reflect on numerous pieces of work. The peer review process outlined here is called the Gallery Walk. It creates an activity to capture written narrative reflection comments from viewers on each digital story. Viewers learn as well as provide feedback for their peers as they rotate through looking at each digital story on its own workstation screen. All viewers are asked to leave written comments at each story station on what they found appealing and what might make the story even better. Some groups may need a little coaching on the role of being a good critical friend that is able to craft useful feedback for others. Be sure to create a climate of safety and respect.

Peer Review Gallery Walk

Set-Up

1. Organize peer reviewers into groups of two (2) or three (3)
2. Post a Reflection Chart for each product. For example, younger kids could use a three-column chart that collects comments on two stars they would give the story and one wish for the story. Or make a three-column chart for what's appealing, what to consider, and what's interesting.
3. Distribute 3x5 post-it notes and thin color markers to each participant.
4. Ensure the story functions technically and headphones are placed at each story workstation before beginning.

The Gallery Walk Process

1. Start at "home base" reviewing and reflecting on your own digital story first!
2. Review each digital story for what's appealing and what might make the story even better.
3. After reviewing, INDIVIDUAL reviewers make at least one post-it note of their own for each of the reflection columns. If you have the same comment(s) as others before you - make another post-it-note as duplicates are GOOD!
4. Rotate to next workstation(s) to review and comment on each story's Reflection Chart.

Wrap-Up Reflections

1. Return to your "home base"
2. Review and reflect on all post-it-note comments. Organize comments into clusters or patterns.
3. Determine which feedback comments you consider useful and worth considering. Some comments might not fit, others may not be understood and a few may be off base or not "packaged" in a useful way.
4. Write a "what next" reflection response for the following questions: What did you hear and see in other products that would be useful to your own next work? What did you learn from Gallery Walk comments? Out of all that you have learned, what will you do next time to improve your work?

Group Closing

1. Having a group closing is optional depending on time and purpose of the work together. But asking for groups to share out loud increases their learning from each other. They take their Wrap-Up Reflections a little more seriously when they know they will also be sharing their thinking with others. Here are some group closing suggestions to try:
 - a. Ask participants to share their "what next reflections" in groups of three.
 - b. Ask participants to share out loud one of their "what next" reflections with the whole group.
 - c. Break into small groups to record on flip charts what they heard, what they learned and what they think about their experiences with the Gallery Walk.

Informal Evaluating

There are many elements for both technical and good story structures that need to come together to create a powerful, moving piece of communication. Informal student rubrics are provided for students to evaluate the quality of their digital product. But rather than think of these scoring guides as a way to give "grades," the items in the scoring guide might be used as a self-reflecting checklist by authors as they design their story. No grade is given but authors are guided to develop exemplar digital media products.

Formal Evaluating

Formal student rubrics are provided for teachers to quantitatively evaluate the quality of a digital media product. Formally evaluating many of the digital stories created by new storytellers may not be appropriate. This formal approach is mostly expected to be useful in educational settings to support new learners in acquiring visible skills using technology.

Digital Storytelling Student Rubric

	20	15	10	5	Score
Point of View (Purpose)	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.	
Voice Pacing (rhythm/voice punctuation)	The pace fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing is relatively engaging for the audience.	Tries to use pacing, but often the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.	
Images	Images create a distinct atmosphere or tone that matches different parts of the story.	Images create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere or tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short or too long.	The story composition is typically good, though it seems to drag somewhat or need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
Grammar	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.	
Soundtrack	Music stirs a rich emotional response.	Music stirs an emotional response.	Music is evident.	Inappropriate choice of music.	
				Total Score	

Digital Storytelling Resources

Description of Digital Storytelling

What is Digital Storytelling?

http://www.photobus.co.uk/dstory_pages/what_dstory.html

The Art of Digital Storytelling

<http://digitales.us/files/digitalstorytellingarticle.pdf>

Digital Storytelling in the Language Arts Classroom

http://cs2.cust.educ.ubc.ca/csed/400/csed_readings/display%2024.pdf

Telling Tales with Technology

<http://www.techlearning.com/shared/printableArticle.jhtml?articleID=60300276>

Elements of Digital Storytelling

Digital Storytelling: Who, What, Where

<http://www.annapolishigh.org/~media/DStories/dstories.html>

The Elements of Digital Storytelling

<http://www.inms.umn.edu/elements/>

A Questioning Toolkit

<http://www.fno.org/nov97/toolkit.html>

Another Look at the 7 Elements

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

Digital Storytelling Cookbook

<http://www.storycenter.org/memvoice/pages/cookbook.html>

Successful Classroom Uses of Digital Storytelling/Examples

Digital Stories by Students and Teachers

<http://www.digitalstories.org/>

Digital Storytelling Finds Its Place in the Classroom

<http://www.infotoday.com/MMSchools/jan02/banaszewski.htm>

Digital Storytelling in the Scott County Schools

<http://www.scott.k12.ky.us/technology/digitalstorytelling/ds.html>

Raising the Bar on Student Performance and Achievement: Evaluating Digital Products

<http://digitales.us/files/RaisingtheBar.pdf>

The Case for Digital Storytelling in the Classroom

<http://www.wtvi.com/teks/ds/>

Creative Narrations

<http://www.creativenarrations.net/site/storybook/index.html>

Educational Theory in Using Digital Storytelling

Digital Tools Easier to Grasp

<http://www.ojr.org/ojr/lasica/1034121182.php>

Backpack Journalism Is Here to Stay

<http://www.ojr.org/ojr/workplace/1017771575.php>

Media Sources for Developing Digital Storytelling

Creative Commons

<http://creativecommons.org/>

Sound Effects

<http://www.a1freesoundeffects.com/>

UnitedStreaming

<http://www.unitedstreaming.com>

FreeFoto

<http://www.freefoto.com/index.jsp>

PD Photo

<http://pdphoto.org/index.php>

FreePlay Music

<http://www.freeplaymusic.com/>

PodSafe Music

<http://music.podshow.com/>

Other Digital Storytelling Sites

Center for Digital Storytelling

<http://www.storycenter.org/>

Digital Storytelling Network

<http://www.groups.edna.edu.au/course/view.php?id=107>

Helen Barrett's Digital Storytelling Website

<http://electronicportfolios.com/digistory/>

Digital Storytelling Education

<http://story.e2bn.net/>

JakesOnline! - Digital Storytelling"

<http://www.jakesonline.org/storytelling.htm>

Digital Storytelling Workshop Links

<http://homepage.mac.com/eportfolios/workshop/links.html>

Digital Storytelling from Winnipeg School Division

<http://www.wsd1.org/digitalstorytelling/>

Capture Wales: Digital Storytelling

<http://www.bbc.co.uk/wales/capturewa>

Just in Time

<http://www.bbc.co.uk/wales/capturewales/background/tony-jenkins.shtml>